DOCUMENT RESUME

ED 327 460 SO 030 421

TITLE	Justice: Family Law. Curriculum Guide. Grades Kindergarten-Three.
INSTITUTION	Seminole County Board of Public Instruction, Sanford, FL. Dept. of Curriculum Services.
PUB DATE	88
NOTE	71p.; For related documents, see SO 030 422 and SO 030 426.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Citizenship Education; Cultural Awareness; Curriculum Guides; Elementary Education; Family Characteristics; *Family Problems; *Law Related Education; Learning Activities; Older Adults; Primary Education; Reading Instruction; Student Educational Objectives; Student Responsibility; Teaching Methods
IDENTIFIERS	*Family Law; Florida; Seminole County School District FL

ABSTRACT

Developed for kindergarten through grade 3, this curriculum guide suggests activities to satisfy the Florida state requirement on law education. Activities are to be infused into the curriculum where appropriate for reading and social studies. Suggested lessons concern family law, are grouped according to grade level, and include student goals and objectives. Kindergarten and first-grade lessons emphasize family situations and learning personal manners. Second-grade lessons help students identify rules and examine consequences of personal actions. They also cover procedures for a trial and include directions for conducting a mock trial. Third-grade lessons focus on gaining awareness of the elderly and also the need to recognize cultural differences within the community. A list of community resources for family law is included. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JAMES J. ELLIOTT
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED327460

SO 020 421

THE SCHOOL BOARD OF SEMINOLE COUNTY, FLORIDA

JUSTICE:

Family Law

Curriculum Guide - Grades K-3

JUSTICE: FAMILY LAW

CURRICULUM GUIDE

Grades Kindergarten - Three

Robert W. Hughes,
Superintendent

School Board Members

Joseph Williams, Jr.	Chairman
Pat Telson	Vice-Chairman
Nancy Warren	Member
Ann Neiswender	Member
Larry Betsinger	Member

Marion Dailey
Assistant Superintendent for Instructional Services

Ken Bovio
Director of Elementary Education

James J. Elliott
Consultant/Coordinator, Social Studies

1988

To the Users of this Guide

The writing team for this Family Law Curriculum Guide worked under the auspices of Mr. James J. Elliott, Seminole County Co-ordinator for the Social Studies, Leslie A. Blau, Dean, The Student Museum, and Dr. Rodney Allen, Florida State University. These activities were compiled after several hours of inservice which included visits to a funeral home and juvenile court. Presentations to the teachers were made by representatives of HRS, law enforcement, the legal profession, and experts in the areas of problems with the elderly, drug and alcohol abuse.

The aim of this guide is not to present a block of curriculum to the teacher, but rather to present suggested activities which can be used as-is or used as guidelines for other teacher-made projects. These activities should be infused into the curriculum where appropriate for Reading and Social Studies.

Two Multi-Media Kits, "In Search of Justice" and "Law in a Free Society: Justice" are available in every elementary school Media Center. Additional law related education materials are available on loan from The School Board of Seminole County Student Museum and Center for the Social Studies, and can be checked out by contacting the Museum at 322-1902.

Teacher-Authors

Diannetta W. Alexander	Goldsboro Elementary
Pauline Laws Barnes	English Estates Elementary
Melynda Beverly	Pinecrest Elementary
Karen Dabolish	Lake Orienta Elementary
Karen Dulski	Sabal Point Elementary
Sharon Edwards	Midway Elementary
Jan Fensch	Lawton Elementary
Rosemary Foldy	Spring Lake Elementary
Barbara Hood	Lawton Elementary
Lucy Jackman	Idyllwilde Elementary
Nancy J. Linderman	Winter Springs Elementary
Althea Neitzel	Sterling Park Elementary
Janis Perry	Idyllwilde Elementary
Marilyn J. Piland	Lake Orienta Elementary
Joan Ryter	Goldsboro Elementary
Donna Hinton Small	Forest City Elementary
Susan Sperrazza	Woodlands Elementary
Dale Spoon	Sabal Point Elementary
Patty Swann	Pinecrest Elementary
Paula Collard-Thompson	Eastbrook Elementary
Robin Tisdale	Casselberry Elementary
Sandra Weiss	Spring Lake Elementary
Gloria Yeisley	Geneva Elementary
Joanne Yost	Lake Orienta Elementary

Consultants

Rodney F. Allen, Professor, Florida State University
David Berrien, Clerk of Court, Seminole County
Debra Dickerson, Florida Dept. of Health & Rehabilitative Services
Doris Hundley, Deputy Sheriff
Jane Lane, Parkside Lodges - Chemical Dependency Expert
Norman D. Levin, Attorney, Seminole County
The Honorable Judge MacGregor, Juvenile Court, Seminole County
Vicki Remus, Assistant Director, Area Agency on Aging
Jim Schuiteman, Director, Gramkow Funeral Home

THE FLORIDA STATUTE ON LAW EDUCATION.....

233.0615 Law education program. -

(1) There is hereby created a law education program, which program shall be administered by the Commissioner of Education in cooperation with The Florida Bar and other appropriate organizations and agencies pursuant to rules adopted by the State Board of Education. Such program may be implemented and conducted in any public school pursuant to a proposal developed and approved pursuant to subsection (2).

(2) Each district school board, or each principal through the district school board, may submit to the commissioner for approval a proposal for implementing and conducting the law education program. Priority shall be given to proposals for implementing and conducting the program in the elementary grades. Each proposal shall be developed with the assistance of the district advisory committees, school advisory committees, and those agencies and organizations which are concerned with law education or with criminal and juvenile justice systems of the state and shall include

(a) Provisions for instruction in the rights and duties of citizens under the law and under the State and Federal Constitutions, with particular emphasis on the consequences to the individual and society of disobedience of the law;
(b) Provisions for inservice training programs in law education for teachers, administrators, and other personnel;
(c) Provisions for enlisting the involvement of governmental agencies and private organizations in order to ensure the use of all available resources in the implementation of the program;
(d) Information concerning the number of teachers and students to be involved, the estimated cost of the project and the number of years for which it is to be funded;
(e) Provisions for evaluation of the program, and for its integration into the general curricula and financial program of the school district at the end of the funded term of years; and
(f) Such other information and provisions as shall be required by the commissioner.

(3) For those programs approved, the commissioner shall authorize distribution of funds from funds available to the Department of Education for law education programs.

TABLE OF CONTENTS

Family Law Lessons: Kindergarten/First Grade..... 6

Family Law Lessons: Second Grade..... 30

Family Law Lessons: Third Grade..... 46

Family Law Resources: FR-1

FAMILY LAW LESSONS

KINDERGARTEN/FIRST GRADE

LESSON 1

Title: **FAMILY LAW BOOKS**

Grade Level: **FIRST GRADE**

Goals/Objectives: To create an open and free flowing exercise that helps in expressing feelings on subjects that deal with class and family situations.

Procedures/Activities:

1. Children will, through directed activity, create and illustrate short stories or books (dictated or written) dealing with the following areas: abuse, feelings, family roles.

   a) Abuse---What is it? What do you do if it occurs? Who do you contact?

   b) Feelings -- I'm happy when_____. I feel terrible when_____. I get into trouble when _____.

   c) Family Roles/Divorce.....If I were the mommy I'd _____. If I were my brother I'd _____. It's my fault that _____.

In order to create the books, open class with an informal discussion on one of the topics. Have students verbalize their knowledge and feelings as a group. Then have children individually work with the teacher to dictate ideas. Students may then illustrate dictated sentences. After all are completed, have the cover illustrated and laminated. Put the book together with rings or bind them. Read the completed book to the class and discuss it. Share the book with other classes and with parents.

2. Teacher should utilize resources of an outside counselor in this area. This will help the children and parents deal with these problems. In our society today, more and more children are having to cope in this situation.

LESSON 2

Title: **FINGERPRINTING**

Grade Level: **KINDERGARTEN/FIRST GRADE**

Goals/Objectives: Students will learn what a fingerprint is and how it is used.

Procedures/Activities:

1. Discuss fingerprints, what they are, how they're used, etc. You may contact the local police department or sheriff's department for information in this area.
2. Have children experiment with thumbprints, etc. Make animals and pictures using prints.
3. Work with local law enforcement agencies to, with parental consent, fingerprint each child for identification purposes. These would be given to each child's parents.
4. Use fingerprint form on next page for class demonstration.

LESSON 2

FOR PERSONAL IDENTIFICATION USE ONLY

LAST NAME FIRST NAME MIDDLE NAME

DATE OF BIRTH RACE SEX

COLOR OF HAIR COLOR OF EYES

SIGNATURE OF OFFICIAL TAKING FINGERPRINTS DATE

1. RIGHT THUMB 2. RIGHT INDEX 3. RIGHT MIDDLE 4. RIGHT RING 5. RIGHT LITTLE

6. LEFT THUMB 7. LEFT INDEX 8. LEFT MIDDLE 9. LEFT RING 10. LEFT LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY LEFT THUMB RIGHT THUMB RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

FDLE/MCIC FORM 2

LESSON 3

Title: **FAMILY UNITY via CELEBRATIONS**

Grade Level: **KINDERGARTEN/FIRST GRADE**

Goals/Objectives: To make children more aware of the family unit and the importance of celebrating special events together.

Procedures/Activities:

1. Discuss holidays, birthdays, weddings, anniversaries, christenings, bar mitzvahs, etc. with class.
2. Have students share with class members which family members or friends they celebrate with. The children may then paint, draw murals or create collages depicting a family celebration (i.e. Thanksgiving, New Years, 4th of July, birthday, etc.)
3. The students will create and write books either as a class or individually depicting the sequence of events and their role in the family celebration.

My Manners Book

by

"Key"

Tillie Talker

I'm sure you've heard of talking
Tillie,
Who gabs with Mary, Tom and
Billy.
She leaves her food upon her plate
Or starts to eat when it's too
late.

Monica Mouthful

When chewing, keep your mouth shut tight
Because food should be out of sight
Don't be like Mona who opens to chew,
Or your friends will be SICK of you!

Theodore Thrower

This boy thinks throwing food
is fun.
He aims at almost anyone!
He'll soon find manners can't
be beat
When warms his seat.

Ned Noise

Ned and his friends are always
able,
To scream and shout down the
table,
I wish they'd learn that I can hear
Without them yelling in my ear!

Milton Me-First

Milton always wants to be
first in line.
I'm glad that he's no friend
of mine.

Greedy Grace
Gobbles fast, then says
" that's _____ "
Soon she'll have an
achey tummy.

Messy Bessy

Catsup here, mustard [illegible]
Slops and dribbles [illegible]
I wish she weren't such a [illegible]
Just look at the food all over
her [illegible].

My Manners Book

by

Tillie Talker

I'm sure you've heard of talking
_____,
Who gabs with Mary, Tom and
_____.
She leaves her food upon her _____
Or starts to eat when it's too
_____.

Monica Mouthful

When chewing, keep your mouth shut
Because food should be out of
Don't be like Mona who opens to
,
Or your friends will be SICK of
!

Theodore Thrower

This boy thinks throwing food
is _____.
He aims at almost _____!
He'll soon find manners can't
be _____
When _____ warms his _____.

Ned Noise

Ned and his friends are always _____,

To scream and shout down the _____.

I wish they'd learn that I can _____

Without them yelling in my _____!

Milton Me-First

Milton always wants to be first in _____.

I'm glad that he's no friend of _____.

Greedy Grace
Gobbles fast, then says
"that's _____."
Soon she'll have an
achey tummy.

Messy Bessy

Catsup here, mustard _____

Slops and dribbles _____

I wish she weren't such a _____

Just look at the food all over

her _____.

LESSON 5

Title: **THE IMPORTANCE OF PERSONAL CARE**

Grade Level: **KINDERGARTEN/FIRST GRADE**

Goals/Objectives: Students will recognize that good grooming encourages pride and social acceptance.

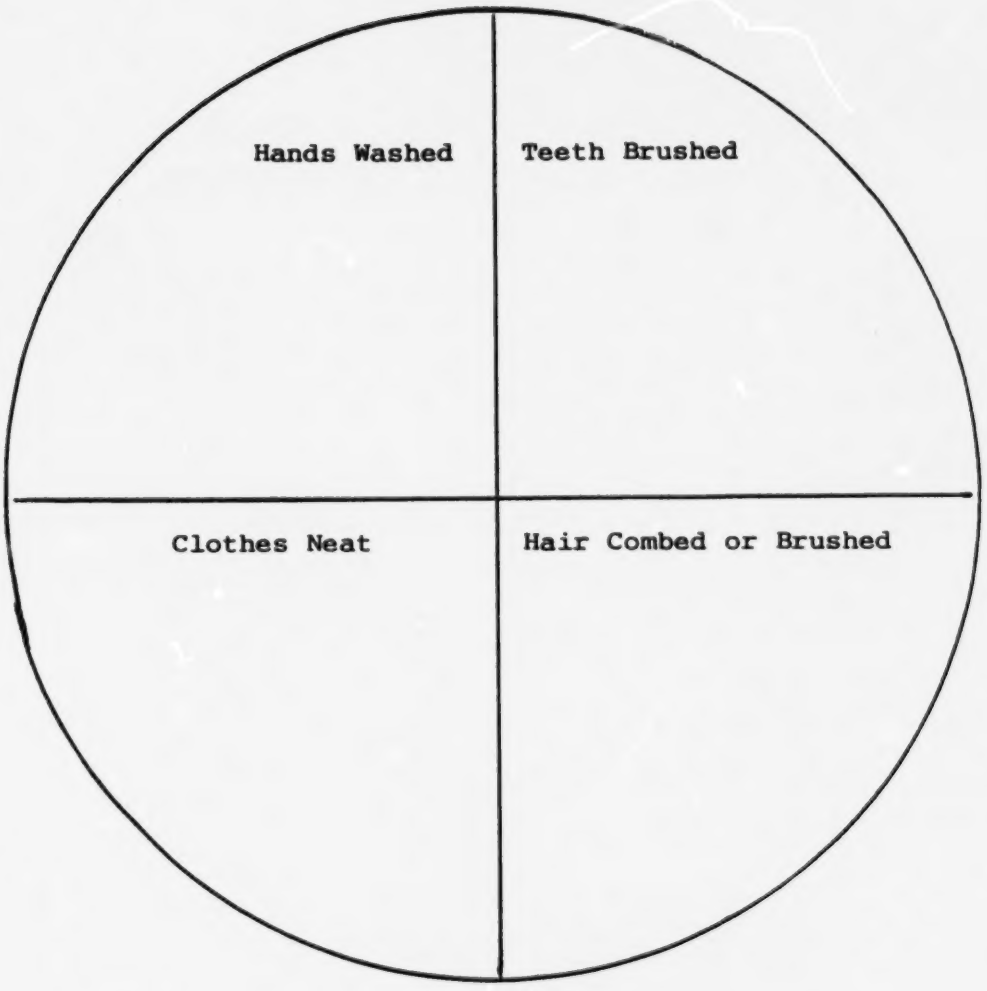
Procedures/Activities:

1. Define grooming.
2. Discuss why grooming is necessary.
3. Make a grooming wheel. (See sample on next page.)
4. Discuss the topics on the wheel.
5. Explain that one person will spin the arrow each morning. Whatever topic it stops on will be the area for inspection.
6. Discuss expections for inspection.
7. Each child will inspect themselves. Stress honesty with the students.

   The wheel is only a reminder to keep clean.

LESSON 5

GROOMING WHEEL



LESSON 1

Title: **ONE SET OF RULES TO GOVERN**

Grade Level: **Second Grade**

Goals/Objectives: The student will identify the need for one set of rules and consequences in order for a group to function smoothly.

Procedures/Activities:

1. Use "Foundations of Justice" (multi-media kit in Media Center) and show: "Tree House: Challenge in Democracy" filmstrip to class. Discuss with class using questions in kit.

2. A. Read Goldie Locks and the Three Bears.

   B. Discuss the story.

      1. What did Goldie Locks do?

         (She broke into the bears house.)

      2. Was that right or wrong? Why?

         (First accept all ideas; then lead group to decide it was wrong.)

      3. What consequences should Goldie Locks be given for what she did?

         (Accept all answers; list on chart paper or board.)

      4. Would the consequence be different if she was your sister, mother, cousin, etc.?

      5. As a class, decide which consequence would fit her crime of breaking into the bear's house.

         (Emphasize the need for one set of rules and consequences to be applied to all people regardless of your feelings toward that individual.)

3. A. Discuss other places you find rules.

Example: playground, lunchroom, bus, etc.

Discuss the importance of the rules.

What would happen if the rules changed and nobody was told?

Conclusion: For any group of people to get along with one another there needs to be one set of rules for all to follow. All people need to understand these rules. Play the Buckle Game. (see following page.)

LESSON 1

THE BUCKLE GAME

"The Buckle Game" was designed to help students understand the need for laws. "The Buckle Game" is based on an activity developed by Bob Portune. Here are a few suggestions for conducting the game:

1. Answer students' questions vaguely: don't volunteer any information.

2. The item to be used in the game must be inherently useless. In this version a buckle is used; other possibilities are a branch, a button, a piece of macaroni, a bean, a burnt kitchen match, a two-inch length of rope, and so on. Experience with this game has shown that when presented with a handful of paper clips, for example, students may attempt to string them together. If this sort of thing happens at the beginning, the whole point of the game may be lost. (It is also possible that inventive youngsters may surprise you, but this cannot, obviously, be predicted beforehand.)

3. In Game 4 you must interrupt the progress of the game with new rules. These rules may be as unreasonable as you choose; for example, you have to stand on one foot as you pass the item, you must whistle while passing the item, etc.

4. The intent of the game is to draw from students the admission that rules (laws) are necessary to an orderly game and, by extension, to an orderly society. If it appears that students are losing interest, feel free to jump ahead to Game 4. It is also possible to compress all the games into one, without stopping between games to discuss the problem. These considerations depend on the age level and maturity of the students involved. The teacher will be able to advise the resource person about these student characteristics.

5. For the most part, the entire game should require about 15 to 20 minutes, not including discussion. For younger elementary students, a much shorter game may be necessary.

Game 1: Pass out the buckles to each of the participants and tell them to play. Watch them as they try to figure out the purpose of the game, to develop their own games, or to question what to do. Stop at this point and ask them, "What's the matter?" Discuss the idea that a game must have a purpose and certain rules and structure for everyone to follow.

Game 2: Solicit rules for Game 1 from the group, taking as many as you can, and list them on the blackboard. Watch the participants as they see that the rules begin to contradict each other and become more difficult to follow. After the rules are written, ask them to play the game now that they have rules. They will try

to follow the rules but reach a frustration point. Then stop and discuss the problems that too many rules cause and what kind of rules you need to play a game.

Game 3: Ask the group to pass all the buckles to one chosen person in the class. Then declare that person the winner. Ask, "Does this bother anyone?" Discuss the arbitrary decision on the part of the teacher and why arbitrary rules are unfair.

Game 4: Divide the group into equal teams for a relay race. Tell them that they have been complaining about the rules of the other games, so now you will give them a purpose and definite rule. Tell them to pass the buckle back over their shoulders all the way down the line and that the first team to reach the end wins the game. Start them, but when they reach the middle of the line stop them and tell them that you forgot one rule. Make up another rule and start them again. Repeat this procedure a few more times until they reach a frustration point. Then ask them to discuss what is wrong with these kinds of rules. (You can get into a discussion of ex-post-facto laws, if you desire.)

The discussion afterward can also bring out the fact that life must have clear rules, understood by all beforehand and fair to all involved.

LESSON 2

Title: **CONSEQUENCES OF PERSONAL ACTIONS**

Grade Level: **SECOND GRADE**

Goals/Objectives: The student will understand there are consequences for violating rules.

Procedures/Activities:

1. Review story of Goldi Locks and the Three Bears or filmstrip Tree House from Lesson 1. Restate objective that there is a need for one set of rules and consequences in order for a group to function smoothly.

2. A. At the end of the story, Goldi Locks ran away. If she had not run away, what consequences do you think she should have received?

   B. What would you have done if you were her?

   C. Conclude that a fair consequence should follow when a rule is violated.

3. A. View filmstrip from Foundations of Justice: Sunshine Valley" (resolving conflicts).

   B. Discuss filmstrip.

4. A. Brainstorm rules for class, and write on chart paper. Select 5 to 8 rules to be enforced in the classroom. You should review the reasons for the rules with the students.

   B. Brainstorm consequences for those rules that are violated.

   (Example: If you don't bring your homework, no free play.)

Conclusion: Restate the reason for consequences - consequences enforce rules. If there are no consequences, the rules will not be followed.

LESSON 3

Title: **BEING A RESPONSIBLE PERSON**

Grade Level: **SECOND GRADE**

Goals/Objectives: To help the student understand the importance of being responsible and accountable for his/her own actions.

Procedures/Activities:

Role play various situations that will help the student visualize the importance of being responsible and accountable for their own actions.

Role Play:

1. A student has taken a peer's pencil. The student will not admit to taking the pencil. Student is sent to principal's office because he/she will not admit to stealing.

   Conclusion: If the student had been accountable for his or her actions and admitted to taking the pencil, he/she would not have gotten into as much trouble.

   Alternative: Use lesson 4 The Adventures of The Jolly Bears, Chapter III, part 1.

2. A group of students are going to make something to eat. Each student is asked to bring one ingredient to make it. The next day, one student forgets to bring his ingredient.

   Conclude: Students are unable to make the recipe. How does he/she feel? How do the others feel? What do his/her peers think?

3. Brainstorm other incidents that would show the need to be responsible and accountable for one's own actions.

4. View filmstrips Adventures of the Fair Bears, Lessons 4 and 5. (Available in "Justice" multi-media kit in every elementary school.)

Conclusion: Restate the importance of being responsible and accountable for his/her own actions.

LESSON 4

Title: **RESPECT FOR AUTHORITY**

Grade Level: **SECOND GRADE**

Goals/Objectives: The student will be able to recognize the importance and reasons for showing respect to authority figures.

Procedures/Activities:

1. Brainstorm and list names of people a student should show respect for: policeman, teacher, parent, school staff, etc.
2. Invite a guest speaker to your classroom. The topic for discussion should be "Respect for Authority".

Conclusion: Discuss the key points made by the speaker.

LESSON 5

Title: **PROCEDURES FOR A TRIAL**

Grade Level: **SECOND GRADE**

Goals/Objectives: The student will identify the members of a court and their respective roles.

Procedures/Activities:

1. View filmstrip "The Battle of Oog and Ugh", The Adversary Process. Foundations of Justice multi-media kit. (Available in every elementary school)
2. Discuss filmstrip.
3. Complete workbook pages 16-19. Discuss answers with class.

Conclusion: Choose characters for mock trial.

LESSON 6

Title: **MOCK TRIAL**

Grade Level: **SECOND GRADE**

Goals/Objectives: The student will gain a better understanding of the procedures in a courtroom by participating in a mock trial.

Procedures/Activities:

1. Select a case to be used for mock trial. You may use one from Foundations of Justice, multi-media kit, or one of your own.
2. Set stage for trial as outlined in Foundations of Justice workbook. See following pages, "Suggestions for a Mock Trial".
3. Place characters on stage.
4. Follow procedures for trial as outlined.

Conclusion: Perform mock trial for other classes, parents and faculty.

SUGGESTIONS FOR A MOCK TRIAL

A trial is a meeting of a court to hear and decide a legal case. A mock trial is a pretend trial. In it, you and other students present the trial and act as the main people in the courtroom. The purpose of the mock trial is to help you learn more about courtroom procedure and the people who are a part of it. A mock trial follows the trial procedure of the lowest court.

A trial is held because two people or groups of people cannot solve a conflict. Therefore, any story about a conflict can be used for a mock trial. You may use one of the stories that you have seen in class. Or you might want to use an idea from a newspaper story or a television program.

The trial procedure solves a conflict by presenting facts to an impartial judge and jury. Each side of the case, through its lawyers, argues as strongly as possible. The jury listens to all the facts, weighs the two arguments, and makes a fair decision or verdict.

The Characters

Judge The judge is the person who is in charge of the the court. He or she makes sure that the trial is fair and orderly. The judge sees that both sides of the case have a fair chance to present their arguments. Then the judge tells the jury what the principles of the law in the case are.

Jury The people on the jury listen carefully to the statements of the witnesses. The jurors think about the facts a witness tells to see if they make sense and if they agree with what other witnesses say. Each juror also listens to the opening statements

and closing arguments of the lawyers. At the end of the trial, the jury makes a decision for the case.

Prosecuting Attorney This lawyer brings the plaintiff's case before the court. He or she tries to show enough evidence to persuade the jury that their verdict should be in favor of the plaintiff.

Defense Attorney This lawyer brings the defendant's case before the court. He or she tries to show that there is not enough evidence to prove the defendant guilty. This may be done by persuading the jury that the witnesses for the plaintiff were not dependable. The defense attorney may also try to show that the evidence was not based on fact or that the witnesses contradicted each other.

Witnesses Each witness explains to the court what he or she believes to be the facts in the case. In a mock trial, the witnesses should report the information from the story.

Clerk of the Court The clerk opens the trial and swears in the jury. In a mock trial, the clerk may also help the teacher make copies of the story and set up the classroom.

Court Reporter The reporter takes notes to record the main points of the trial. This record can be used to find out what was said earlier in the trial. It can also be used for talking about what happened after the trial is over.

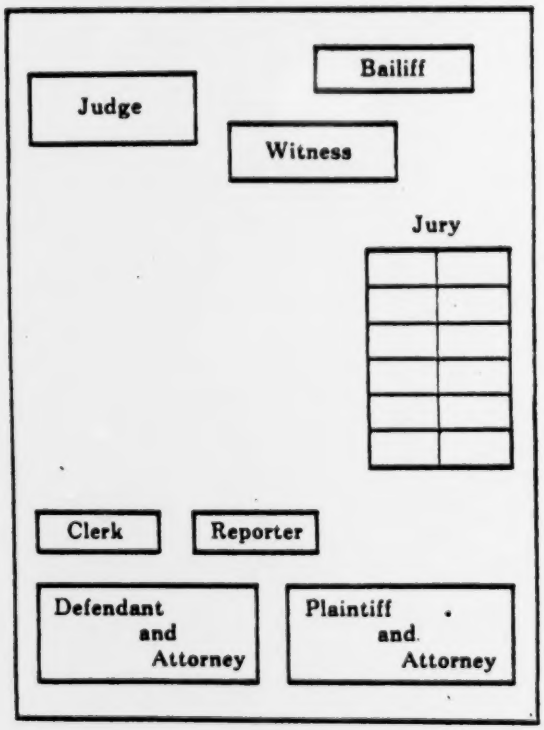
Bailiff The bailiff keeps order in the court and is in charge of the defendant. He or she sees that the jurors are not interrupted while they are deciding the verdict. The bailiff may also deliver any written messages during the trial.

Getting Ready

Choose one student to play each of the following parts in the mock trial: judge, plaintiff, defendant, prosecuting attorney, defense attorney, clerk of the court, court reporter, and bailiff. Choose six students to serve on the jury. An equal number of students should also be chosen to be witnesses for the plaintiff and for the defendant.

If you are using a story from a newspaper or a television show, the teacher and the clerk of the court should make copies of it for each of the main characters. The students will use the copies to prepare their arguments. It is best if the jury does not read the story before the trial. The facts should be presented to the jury through the questioning of the witnesses by the attorneys.

If possible, you may want to move the furniture in your classroom so that it looks like a courtroom. Here is a drawing to show how to set up the room.



The Trial

Use the following order of events to present the mock trial.

Opening of the Court The clerk of the court opens the court by saying that the court procedure is beginning. He or she also introduces the judge, the plaintiff, and the defendant.

Swearing in the Jury The clerk of the court asks the jurors to take their seats. He or she then asks them to swear that they will act fairly in listening to the case.

Opening Statement by Prosecuting Attorney This lawyer begins by stating his or her name and the defendant's name. The jury is told that he or she will try to prove that the plaintiff does not have a valid case. The defense attorney then presents the defendant's side of the case to the jury.

Direct Examination of Witnesses The prosecuting attorney calls the witnesses for the plaintiff one at a time to the front of the room. The clerk of the court asks each witness to swear to tell the truth. The attorney then asks questions of the witness. The questions are based on the facts the witness has to offer. After the plaintiff's witnesses have been questioned by both lawyers, the defense attorney calls the witnesses for the defendant.

Cross-examination of Witnesses During cross-examination, an attorney tries to get the other side's witness to admit something that will help his or her client. The attorney may also try to show that a witness is not dependable.

Closing Arguments Each attorney sums up the main points that help his or her client's case. The defense attorney is the first to present the main points.

Judge's Orders to the Jury The judge explains to the jury what the principles of law are in this case. He or she asks the jury to make a fair decision about the case.

Verdict The jury talks about and makes a decision for the case. In a real trial, the jury leaves the courtroom to reach a verdict. For a mock trial, the jury should talk about the case and come to a decision in front of the rest of the class. A majority vote of the jurors will decide the verdict.

After the Trial

When the jury has reached a verdict, the mock trial is over. It is important then for the whole class to talk about the trial and its results. Use questions like the following as a guide.

* Did each person play his or her part in the right way?
* What law or laws were broken?
* What was the main conflict?
* What arguments did the defense present?
* What arguments did the prosecution present?
* What facts were not presented?
* What was the decision? Do you agree or disagree with it?
* Are there grounds for an appeal to a higher court?

FAMILY LAW LESSONS

THIRD GRADE

LESSON 1

Title: **THE ELDERLY**

Grade Level: **THIRD GRADE**

Goals/Objectives: Student will demonstrate awareness of the elderly as a growing segment of our community.

Procedures/Activities:

1. List on board: What do you think about when you think of the elderly?
2. Form a class definition of "elderly".
3. Look up the dictionary definition of elderly and compare this to the class's definition.

Conclusion: Based on our class's definition and the dictionary's definition, draw a picture of an elderly person (or persons). Then draw a picture of an elderly person who you know. (Compare the pictures.)

LESSON 2

Title: **THE ELDERLY IN SEMINOLE COUNTY**

Grade Level: **THIRD GRADE**

Goals/Objectives: Students will understand the services available to the elderly.

Procedures/Activities:

1. Discuss services for elderly in Seminole County utilizing "Services of The E.C.F.R.P.C./Area Agency on Aging" (list on the following pages).
2. Also refer to Community Resources listed in this Curriculum Guide.
3. Discuss the difference between Nursing Homes and Retirement Communities.

Conclusion:

1. Discuss the possibility of adopting a Nursing Home.
2. Arrange for a field trip to a local Nursing Home.
3. Write letters to people in Nursing Homes.

SERVICES OF THE E.C.F.R.P.C./AREA AGENCY ON AGING

The area Agency on Aging provides a variety of services through its two major funding sources: Older Americans Act, and Community Care for the Elderly (CCE). These services are designed to ensure maximum support to older persons to enable them to remain autonomous and independent in their own community consistent with the goal of reducing institutionalization. Following is a list of services available in the four county Planning and Service Area.

1. Case Management: Provides an assessment of client needs, planning for and arranging services and following up to ensure that needed services are received.

2. Chore: Chore is performance of house and yard tasks such as seasonal cleaning, essential errands, lifting, moving and simple household repairs for persons unable to do them.

3. Community Service System (Coalition of Aging Services): Coordinates and provides a full range of medical, social services and informal support systems through single access points.

4. Companionship (Friendly Visiting): Visiting an individual who is socially and geographically isolated to relieve loneliness.

5. Congregate Meals: Provides a nutritionally sound meal which meets one-third of the Recommended Daily Allowance at a congregate meal site.

6. Counseling: Provides guidance and assistance to help the individual to access and utilize needed social and health services to cope with personal problems. Guardianship is also offered under this service category.

7. Day Care: Services provided adults in a protective setting for a portion of a twenty-four (24) hour day.

8. Education: Training designed to provide opportunities for health or vocational improvement for personal enrichment.

9. Emergency Response: Monitoring 24 hours a day of at risk clients who live alone.

10. Emergency Energy Assistance Program: Provides funds to pay overdue electric bills for households which contain at least one person over 60 during either the heating or cooling season.

11. Employment: Aids persons to secure appropriate paid employment.

12. Housing Counseling: Districtwide computerized housing and home sharing network to assist senior citizens to decide the best living environment and to match their needs with available housing.

13. Home Delivered Meals: Provides nutritionally sound meals to an eligible homebound person.

14. Home Health Aide: Provides personal health care services to maintain persons in their own home.

15. Home Improvement: Provides minor home repairs and maintenance for persons 60 years of age and older.

16. Home Management (Pre-Guardianship): Assists persons with such activities as bill paying and filling out medical and other forms to enable them to remain in their own homes.

17. Homemaker is the accomplishment of specified home management duties performed by a trained homemaker in the home of an eligible client.

18. Information: Responds to an inquiry form a person regarding resources and services.

19. Legal Services: Assists clients to resolve problems requiring attorneys or legal paraprofessionals.

20. Health Support (Hospice): A special program designed to alleviate physical and emotional pain associated with terminal illness.

21. Nutrition Education: Instructs persons in purchasing and preparing foods to enable them to meet daily nutritional requirements.

22. Outreach: Seeking out target group individuals and encouraging them to use available resources.

23. Personal Care: Assists home-bound persons in personal grooming activities.

24. Recreation: Recreation is the participation in or attendance at planned leisure time activities.

25. Referral: Referral is an activity wherein a person's needs are determined and the person is directed to a resource to meet those needs.

26. Respite: Relief is provided for those persons who have full time care of home-bound ill persons.

27. Senior Help Line: Central phone number in each county to provide easy access to senior services.

28. Shopping Assistance: Assisting a client in getting to and from stores and the proper selection of items.

29. Telephone Reassurance: Telephone reassurance is communicating with designated clients by telephone on a mutually agreed schedule to determine their safety and to provide aid and assistance if needed.

30. Transportation: Travel to and from service providers or community resources.

LESSON 3

Title: **COMPARISONS OF AGE GROUPS**

Grade Level: **THIRD GRADE**

Goals/Objectives: Students will understand the changing features of the various age groups.

Procedures/Activities:

1. A. Classify Aging Process.
   1) Birth to 21
   2) 21 - 61
   3) 61 +

   B. List characteristics of each age class.

2. Break into 3 groups. Have each group brainstorm what a day in the life of a person is like in their age group. (Have groups go hour by hour through meal times, etc.)

3. Compare the results of each group.
   Which group do students most like? Why?

Conclusion:

Invite a speaker from the Dividends Office from a local Senior Citizens Group to discuss the lifestyles of the elderly with the class.

LESSON 4

Title: **GRAPHING SKILLS**

Grade Level: **THIRD GRADE**

Goals/Objectives: Students will understand that families have different numbers of members.

Procedures/Activities:

1. Instruct students to draw a picture of their family. Give them an opportunity to share with their classmates. Have them focus on similarities and differences of each family.
2. Develope a bar graph of how many people live in the house of each class member. (SOE 1738)

3. Teacher may develop on overhead while children do on individual graph paper.

Conclusion: Reinforce the concept that not all families have the same numbers or members.

LESSON 5

Title: **CULTURAL AWARENESS**

Grade Level: **THIRD GRADE**

Goals/Objectives: Students will demonstrate knowledge of cultural differences within our community.

Procedures/Activities:

1. Define and discuss the term "cultural differences" with students.
2. View and discuss films:

   MP2127 Indian Cultures

   MP 972 Food, Clothing, and Shelter in Three Environments

   MP 525 Land of Immigrants
3. Have class brainstorm and list different features of a variety of cultures. (food, clothing)

   Vietnamese, Amish, etc.

Conclusion: Have students discuss cultural heritage with their families. Ask them to bring in photographs and objects that demonstrate their cultural heritage to share with class.

LESSON 6

Title: **CULTURAL HERITAGE**

Grade Level: **THIRD GRADE**

Goals/Objectives: Students will demonstrate knowledge of cultural differences within our community.

Procedures/Activities:

1. Continue class discussion of cultural heritage as outlined in Lesson 5.
2. Create a display with the objects students bring in representing different cultures.
3. Have a week of guest speakers come to the class representing a variety of cultural groups living in Central Florida.

Conclusion: Organize and discuss a tasting luncheon of foods discussed in conjunction with these lessons.

LESSON 7

Title: **CULTURAL DIFFERENCES**

Grade Level: **THIRD GRADE**

Goals/Objectives: Students will demonstrate knowledge of cultural differences within our community.

Procedures/Activities:

1. Divide class into two groups, pro and con to debate ways to solve conflicts between different groups of people in our society.

   e.g. Native Americans

   Cuban Prisoners

   Boatlift People

   Use a current events situation or one the students perceive as a problem.

Conclusion: Play the game printed on the following page, "Why Do We Need Rules?"

Game: **"Why Do We Need Rules?"**

(Adapted from "The Buckle Game" designed by Harriet Bickleman Joseph)

1. Tell the first person in each line to pass the eraser from the front to the back of the line. Tell the last person to bring the eraser up to the first person in the line.
2. After the students begin to play, the teacher is to interrupt the game at intervals to give one of the following directions:
   - Oh, you are to pass the eraser with your eyes closed.
   - Oh, you must pass the eraser with your left hand.
   - Oh, everyone should be on their knees.
   - Oh, you are to come backwards to me when you bring the eraser.
3. After each interruption, ask teams to begin again.
4. Stop to review problems with the children. Note that they had difficulties because of the way that the rules were given. Lack of agreement about the rules and constant change of direction lead to confusion.
5. Write "A rule should be easy to follow," on the board. Work with the group to develop a clear set of rules for the Eraser Game. List the children's suggestions, then vote to select a few simple rules for the game.
6. Play the game again to demonstrate that clear rules and directions make for a good experience while playing together.

COMMUNITY RESOURCES

FOR

FAMILY LAW

Anti-Defamation League of B'nai B'rith (305) 661-0143

Address: 150 S.E. 2nd Avenue, Suite 800
800 Miami, FL 33131

Speakers and materials on Ethnic Groups/Human Relations and a range of social issues

Attorneys

Jerry Jones (339-7979)

Jerry Jones is a lawyer who deals in criminal and family law. He called us to say he was interested in speaking to school children at the elementary level. If interested please contact him at the above number.

Norman D. Levin (834-9494)
165 W. Jessup Avenue
Longwood, FL 32750

Norman Levin will speak to any grade level. Please call 3 weeks - 1 month in advance.

Central Florida Regional Hospital

Contact: Publications Supervisor (321-4500, ext. 647)
CFRH
1401 W. Seminole Blvd.
Sanford, FL 32771

Tours available to groups of 20. Career tours to available departments. Prefer tours on Tuesdays and Thursdays at 9:00 or 9:30 A.M. Snack follows tours lasting over an hour. Goody bags to all children - coloring book, pencil, nurse's hat, etc.

Contact: Director of Marketing/Public Relations
CFRH (321-4500 ext. 720)
1401 W. Seminole Blvd.
Sanford, FL 32771

Speakers to schools. Special topic of interest? Ask for it.

Corrections Department -- Probation and Parole Circuit Office

Contact: Office Supervisor, Ed Bedel (322-7579)
115 N. Oak Avenue
Sanford, FL 32771

Field trips: none available

Speakers: A speaker would deal with adult correction/ parole (more advanced material). However, he could cater to third grade or any level requested. Mr. Bedel suggested contacting The Florida Department of Health and Rehabilitation Services-Juvenile System (323-5521).

Counselors

Jo Ann Rowe: Jo Ann Rowe is a counselor. She can be concontacted through Seminole Community College Speakers Bureau. Jo Ann Rowe would probably be used for adult audiences or for information. (323-1450 ext. 505: Development Office)

Topics: Death/Dying-Life/Living
Functional Family Vs. Dysfunctional Family
Seminole Chemical Awareness Network

Sharon Scott: Sharon Scott is a licensed professional counselor, international lecturer, and President of Sharon Scott and Associates, a firm offering individual and family counseling services as well as training and consulting for schools, counseling agencies, police departments, and various parent and youth groups. She has over 18 years of experience and has developed many innovative programs, including the use of student peer groups to combat negative peer pressure in schools. She has trained over 50,000 youth in her "PPR" techniques and almost as many parents, teachers, and counselors in its use. She is the author of Peer Pressure Reversal (for adults), How to Say No and Keep Your Friends (for teens and preteens), and Positive Peer Groups (for teachers). Call HRD Press at 1-800-822-2801 if unable to locate in your local bookstore. For information on her films or videos, call her office number, 270-3078

Federal Courthouse - (422-1800) Federal Information Center

Contact: Don Brown, Manager/Speaker
80 N. Hughey Street
Orlando, FL 32801

Field trips: none available

Speakers: Past speakers mainly middle and high school. Will direct a program toward elementary grades.

10-15 minute presentation explaining the cases which come to federal court system (Court of Limited Jurisdiction). Remaining time is spent with question and answer session.

Florida, State of

Abuse Registry (child, spouse, and elderly abuse)

Contact: Intake Office Supervisor (260-3373)
Deborah Dickerson

Will speak to all levels. Send brief request in writing.

Department of Corrections

Contact: Secretary 1-904-488-7480
1311 Winewood Blvd.
Tallahassee, FL 32301

Department of Education

Contact: Commissioner of Education 1-904-487-1785
The Capitol
Tallahassee, FL 32304

Department of Health and Rehabilitative Services

Contact: Cheryl Laws (305) 897-5900

Call this office to schedule a speaker for large groups on delinquency or dependency. You must specify the topic in advance.

Division of Community Services

Contact: Director 1-904-488-7572
Howard Building
2571 Executive Center Circle, East
Tallahassee, FL 32301

Division of Consumer Services

Contact: Current Director 1-800-342-2176
Mayo Building
Tallahassee, FL 32301

Division of Marketing

Contact: Current Director 1-904-488-4031
Mayo Building
Tallahassee, FL 32301

Game and Fresh Water Fish Commission

Contact: Regional Manager 1-800-342-9620
Maj. David Starling
Bryant Building
Tallahassee, FL 32301

Programs available: Law Enforcement Officers
Wildlife Officers
Fish/Game Biologists

(include slide presentations)

Highway Patrol

Contact: Safety Officer
Lt. Harper, (423-6426)
Lt. Williams, (423-6439)
P. O. Box 536877
Orlando, FL 32853

Speakers, films, VHS, large or small groups. Best time is during second semester for bicycle safety.

Programs include:
- Bicycle/Pedestrian Safety
- Strangers
- Seat Belt Safety

Jewish Federation of Orlando (645-5933)

Contact: Naomi Etzkin
851 N. Maitland Avenue
Maitland, FL 32751-1508

Speakers on Religious-Ethnic Group Relations and a range of Social Issues

Junior League of Orlando and Winter Park

WHO Program - We Help Ourselves

Contact: Carol Ray, WHO Chairperson (349-5569)
125 North Lucerne Circle, East
Orlando, FL 32801

Jim Dawson (322-1252 ext. 271)
School Board of Seminole County
1211 Mellonville Avenue
Sanford, FL 32771

A program to help children and teenagers learn how to avoid all kinds of victimization: child abuse and neglect, violent assault, kidnapping, peer pressure, domestic violence, and emotional abuse. Programs are designed for K-3 and 4-5.

Orange County Bar Association - (422-4551)
Orange County Courthouse (420-3232)

Contact: Chairperson of Speaker's Bureau
Linda Phipps (671-9747)

Field Trips: none available

Speakers: If a topic is decided upon that you would like presented to students, Linda Phipps is available to schedule lawyers to come to school to present information.

Sanford Police Department

Contact: Lt. Mike Rotundo 323-3030 ext. 312
815 S. French Avenue
Sanford, FL 32771

Speaker available for all levels.
State topic desired.

Seminole County Bar Association - (834-0530)
Seminole County Courthouse (323-4330)

Contact: Joyce Lawson, Director
608 E. Altamonte Drive, Suite 203
Altamonte Springs, FL 32701

Field Trips: Law Week (May): High School students spend a day in court, actual trial. The students role play. It has been focused on high school students but will consider doing the same type of program for elementary students. If interested, send Joyce a letter outlining your objectives for the grade level intended. Also, the first week in May, you can schedule a mock trial. Lawyers will come to the school and present a mock trial such as Goldie Locks and the Three Bears....this has been done in many elementary schools. Call Joyce Lawson to schedule a day/time the first week in May for this mock trial if you are interested.

Seminole County Court House

Contact: Secretary, Clerk of the Court
(323-4330 ext. 335)
Seminole County Court House
North Park Avenue
Sanford, FL 32771

Tours arranged - suggest 4th grade and higher

Seminole County Public Safety Department

Contact: Judy Evert (323-2500 ext. 108)
4322 S. Orlando Drive
Sanford, FL 32771

Fire station tours

Contact: Judy Christie (323-2500 ext. 267)
4322 S. Orlando Drive
Sanford, FL 32771

Speaker on Fire Laws Management

Seminole County Sheriff's Department

Contact: Ask for "Crime Prevention" (322-5115)
1345 W. 28th Street
Sanford, FL 32771

United States Border Patrol (644-6204)

Contact: Patrol Agent in charge: Rick Greenieu

Address: P. O. Drawer O
Winter Park, FL 32789

Field Trips: none

Speakers: Call Patrol Agent to schedule 2-3 weeks in advance. Printed materials also available.

United States Drug Enforcement Administration (855-0900)

Contact: Lynn Issacs
7200 Lake Ellenor Drive
Orlando, FL 32808

Field Trips: none available

Speakers: Lynn Issacs would consider speaking to a teacher workshop group only. Materials and audio visuals are available through her.

United States Immigration and Naturalization Service (648-6062)

Contact: no specific person available

Address: Orlando International Airport
One Airport Blvd.
Orlando, FL 32803

Field Trips: none available

Speakers: No specific program available. A written request for information can be made and if someone is available or there are materials available, you will be contacted.

ALCOHOL AND DRUG ABUSE RESOURCES

The following is a listing of groups and organizations in the alcohol/substance abuse field. These organizations have been helpful in providing information and services.

National Council on Alcoholism
12 West 21st Street, 7th Floor
New York, NY 10010
(212) 206-6770

Alcohol and Drug Problems Association of North America
444 N. Capitol Street, N.W., Suite 181
Washington, DC 20001
(202) 737-4340

National Institute on Alcohol Abuse and Alcoholism
5600 Fishers Lane, Room 16C-10
Rockville, MD 20857
(301) 443-3860

National Institute on Drug Abuse
5600 Fishers Lane, Room 10A-53
Rockville, MD 20857
(301) 443-6245

National Clearinghouse for Alcohol Information
P. O. Box 2345
Rockville, MD 20852
(301) 468-2600

National Clearinghouse for Drug Abuse Information
5600 Fishers Lane, Room 10A-43
Rockville, MD 20857
(301) 443-6500

Alcoholics Anonymous World Services, Inc.
P. O. Box 459
Grand Central Station
New York, NY 10163
(212) 686-1100

Narcotics Anonymous
P. O. Box 9999
Van Nuys, CA 91409
(818) 780-3951

DIVIDENDS RESOURCES FOR FAMILY LAW

Forms and procedures for using the Community Resource Volunteer (CRV) file are available through your Dividend coordinator. A book explaining all procedures is available at each school. The following is a summary of the topics available that relate to our study of law awareness. Specific names of speakers are not listed to insure that arrangements for the speakers are made through the Dividend office. When a specific topic is requested with the proper form, the name of the speaker and specific information about him/her is given.

Dividends Office - Altamonte Elementary - 834-8211

D-V-DENDS
REQUEST FOR COMMUNITY RESOURCE VOLUNTEER
Return to: D-V-dends Office - Altamonte Elementary - 834-8211

Topic _____

Specific information to be covered: _____

_____

Particular speaker requested? _____
(name)

(Not) requested? _____
(name)

School _____ Phone _____

Teacher _____ Plan period _____

Grade _____ Course/subject _____ Time allotted _____

No. of students _____

Date wanted _____ Time of day _____

Alternate date _____ Time of day _____

If date/time flexible, indicate class schedule, lunch, P.E., planning period:

_____

TOPICS:

Suggested age levels for presentations is given but many of the speakers will adjust their presentation for other grades if requested.

AGING: Middle & High

An overview of the myths surrounding aging: an explanation of aging: a review of the personal, social, political and economic forces of aging. (p.16)

ARMS CONTROL: Middle & High

University professor with expertise in international politics discusses arms control. (p.18)

CAREERS: LAW - LAW ENFORCEMENT - COURT REPORTING

Request topic and grade level and they will try to coordinate a speaker.

CHILD ABUSE: Middle & High

Several possible programs available. Call with specific grade level request. (p.23)

CRIME INVESTIGATIONS: Middle & High

An investigator will share the behind the scenes activity involved in investigation of a crime. (p.27)

CRIME LAB: Middle & High

Science as it applies to crime detection, crime scene assistance and reconstruction. Discussion includes: microanalysis, serology, firearms and tool marks, drug chemistry, toxicology, document forgeries and photography. (p.27)

CRIMINAL JUSTICE: Middle & High

The law and the courts. The justice system. Speakers available: lawyers, judges, corrections officers. (p.27)

DEATH AND DYING: All grades

Program 1. A nurse discusses this topic with care and sensitivity.

Program 2. A counselor shares information on the experience of dealing with grief and loss and how we experience others who are dealing with grief. (p.28)

DIVORCE: High School

Various speakers available to discuss topic. (p.29)

DRUGS & DRUG ABUSE: Grades 5-12

Program includes adolescents presently in treatment who relate their experiences and insights. Class questions encouraged. Very effective.

Film available from McDonalds. Appropriate for Grades 4-8. (p.31)

DRUGS AS MEDICATION: Middle & High

Pharmacist will discuss medications and importance of: the proper use, when and why medicine is needed, how to take and the improper mixing of two or more prescriptions. (p.31)

GOVERNMENT: All Grades

Many speakers available to address any area of government at any level; city, county and state. Members of the school board also are available. Or representatives of both major political parties available. (p.36)

HEALTH: All Grades

A wide variety of presentations on health-related topics: Health care careers, wellness programs, diseases, fitness, hospital overview. (p.38)

JUSTICE: Middle & High

Highly respected lawyers and judges will speak to classes on any aspect of justice, the court system and the law. (p.42)

LAW: Middle & High

Many attorneys, judges and law enforcement officers will discuss law careers, and career opportunities, or any phase of law; criminal law, civil law, family law, history of law, crime prevention, divorce law, consumer laws, contracts, capital punishment, rights of assembly, rights with police, arrests, search and seizure, etc. Please state specific need(s). (p.43)

LAW ENFORCEMENT: Grades 3-12

Policemen and officials from correction facilities discuss law enforcement hows and whys. Careers. (p.43)

LEGALITIES OF...AND BACKGROUND ON: High School

marriage licenses, probate, mental health, guardianships and incompetencies (p.43)

LEGISLATURE: Middle & High

How the legislature works and how an idea becomes law. (p.43)

MOCK TRIALS: Middle & High

Occasionally a judge is available to arrange a mock trial. Defense and prosecuting attorneys, law officers, bailiff, court clerk, court reporter and others accompany the judge, therefore much advance notice is necessary. Students are selected in

advance to be the jury and the defendants. This format is best for an assembly and provides an excellent opportunity to see the court system in action. (p.47)

POLICE DEPARTMENT: All grades

Many programs available. Uniformed police officers provide the program directed to your topic request. (p.52)